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ABSTRACT

Noting that the adoption and entry into force of the U.N. Convention on the Rights of the Child in 1989 was an important milestone in history reflecting the changing image of the child, this book examines the relationship between education and children's rights. Chapter 1 deals with motivation, the different but interconnected reasons for increased attention to the situation of children, stressing the historical social construction of the child-image. Chapter 2 describes various strategies for improving children's situation, highlighting the debate around children's competence. Chapter 3 examines wider developments in history, emphasizing the human rights project and the part played by the changing child-image. Chapter 4 discusses the history, content, and monitoring procedure of the Convention on the Rights of the Child. Chapter 5 concerns monitoring and focuses on the quality requirements for effective monitoring. Chapter 6 presents information on the practical applicability of the Convention on the Rights of the Child in the areas of education, welfare, child labor, and the media. Chapter 7 examines the consequences of the changing child-image and of the human rights project in the European region, concentrating on the tension between human rights and separate children's rights and the way this conflict is handled in Europe. Five appendices include the Geneva Declaration (1924), the U.N. Declaration on the Rights of the Child (1959), the Convention on the Rights of the Child (1989), and the Optional Protocol to the Convention regarding: the involvement of children in armed conflict (2000), and sale of children, child prostitution, and child pornography. (Contains 64 references.) (KB)

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